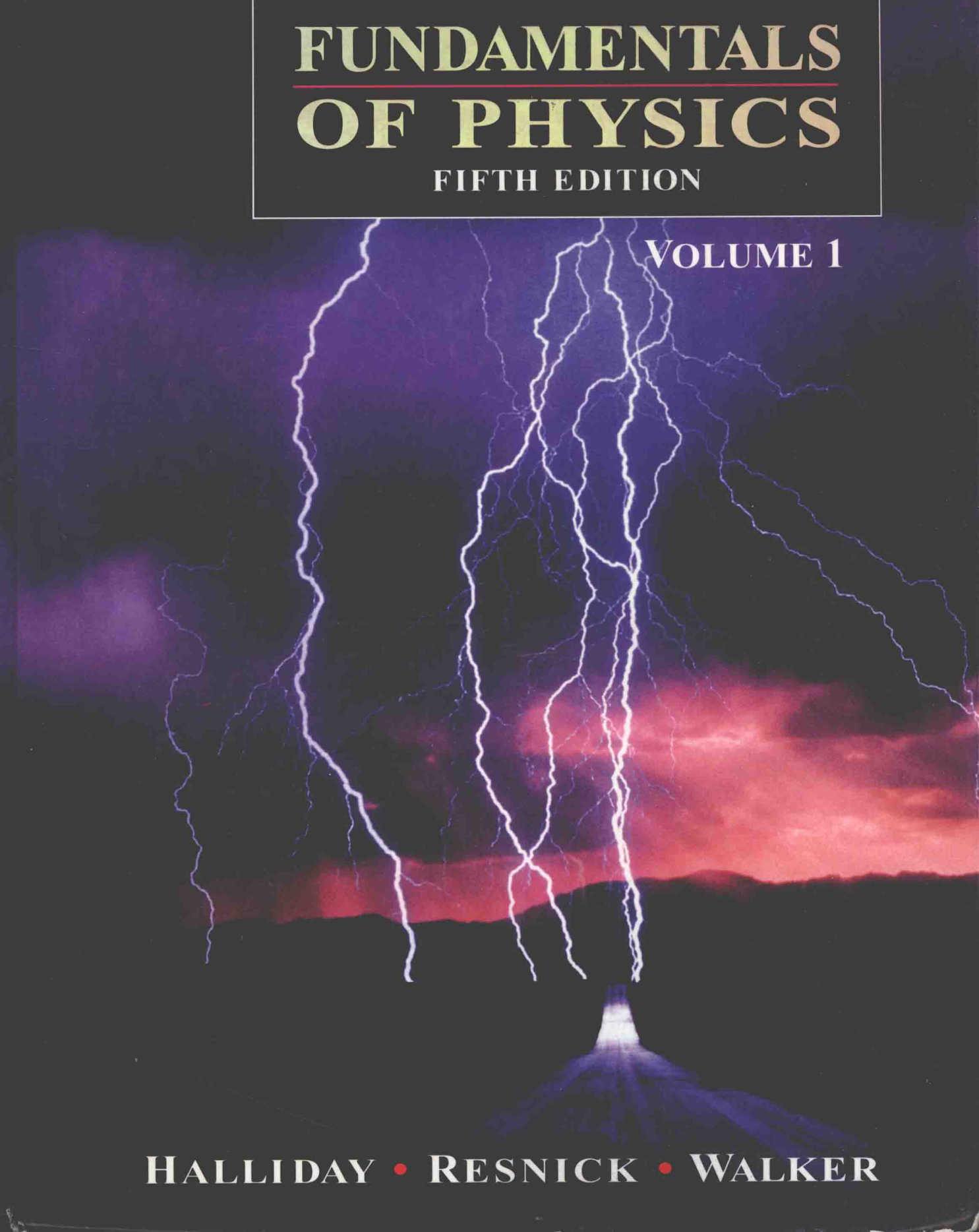


FUNDAMENTALS OF PHYSICS

FIFTH EDITION

VOLUME 1



HALLIDAY • RESNICK • WALKER

FIFTH EDITION

FUNDAMENTALS OF PHYSICS

VOLUME 1

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FIFTH EDITION

**FUNDAMENTALS OF
PHYSICS**

Hello There!

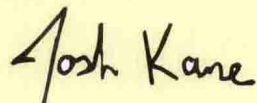
You are about to begin your first college level physics course. You may have heard from friends and fellow students that physics is a difficult course, especially if you don't plan to go on to a career in the hard sciences. But that doesn't mean it has to be difficult for you. The key to success in this course is to have a good understanding of each chapter before moving on to the next. When learned a little bit at a time, physics is straightforward and simple. Here are some ideas that can make this text and this class work for you:

- Read through the **Sample Problems** and solutions carefully. These problems are similar to many of the end-of-chapter exercises, so reading them will help you solve homework problems. In addition, they offer a look at how an experienced physicist would approach solving the problem.
- Try to answer the **Checkpoint** questions as you read through the chapter. Most of these can be answered by thinking through the problem, but it helps if you have some scratch paper and a pencil nearby to work out some of the harder questions. Hold the answer page at the back of the book with your thumb (or a tab or bookmark) so you can refer to it easily. The end-of-chapter **Questions** are very similar—you can use them to quiz yourself after you've read the whole chapter.
- Use the **Review & Summary** sections at the end of each chapter as the first place to look for formulas you might need to solve homework problems. These sections are also helpful in making study sheets for exams.
- The biggest tip I can give you is pretty obvious. Do your homework! Understanding the homework problems is the best way to master the material and do well in the course. Doing a lot of homework problems is also the best way to review for exams. And by all means, consult your classmates whenever you are stuck. Working in groups will make your studying more effective.

The study of basic physics is required for degrees in Engineering, Physics, Biology, Chemistry, Medicine, and many other sciences because the fundamentals of physics are the framework on which every other science is built. Therefore, a solid grasp of basic physical principles will help you understand upper-level science courses and make your study of these courses easier.

I took introductory physics because it was a prerequisite for my B.S. in Mechanical Engineering. Even though engineering and pure physics are worlds apart, I find myself using this book as a reference almost every day. I urge you to keep it after you have finished your course. The knowledge you will gain from this book and your introductory physics course is the foundation for all other sciences. This is the primary reason to take this class seriously and be successful in it.

Best of luck!



Josh Kane

Preface

For four editions, *Fundamentals of Physics* has been successful in preparing physics students for careers in science and engineering. The first three editions were coauthored by the highly regarded team of David Halliday and Robert Resnick, who developed a groundbreaking text replete with conceptual structure and applications. In the fourth edition, the insights provided by new coauthor, Jearl Walker, took the text into the 1990s and met the challenge of guiding students through a time of tremendous advances and a ferment of activity in the science of physics. Now, in the fifth edition, we have expanded on the conventional strengths of the earlier editions and enhanced the applications that help students forge a bridge between concepts and reasoning. We not only *tell* students how physics works, we *show* them, and we give them the opportunity to show us what they have learned by testing their understanding of the concepts and applying them to real-world scenarios. Concept checkpoints, problem solving tactics, sample problems, electronic computations, exercises and problems—all of these skill-building signposts have been developed to help students establish a connection between conceptual theories and application. The students reading this text today are the scientists and engineers of tomorrow. It is our hope that the fifth edition of *Fundamentals of Physics* will help prepare these students for future endeavors by contributing to the enhancement of physics education.

CHANGES IN THE FIFTH EDITION

Although we have retained the basic framework of the fourth edition of *Fundamentals of Physics*, we have made extensive changes in portions of the book. Each chapter and element has been scrutinized to ensure clarity, currency, and accuracy, reflecting the needs of today's science and engineering students.

Content Changes

Mindful that textbooks have grown large and that they tend to increase in length from edition to edition, we have reduced the length of the fifth edition by combining several chapters and pruning their contents. In doing so, six chapters have been rewritten completely, while the remaining chapters have been carefully edited and revised, often ex-

tensively, to enhance their clarity, incorporating ideas and suggestions from dozens of reviewers.

- **Chapters 7 and 8 on energy** (and sections of later chapters dealing with energy) have been rewritten to provide a more careful treatment of energy, work, and the work–kinetic energy theorem. As the same time, the text material and problems at the end of each chapter still allow the instructor to present the more traditional treatment of these subjects.
- **Temperature, heat, and the first law of thermodynamics** have been condensed from two chapters to one chapter (*Chapter 19*).
- **Chapter 21 on entropy** now includes a statistical mechanical presentation of entropy that is tied to the traditional thermodynamical presentation.
- **Chapters on Faraday's law and inductance** have been combined into one new chapter (*Chapter 31*).
- **Treatment of Maxwell's equations** has been streamlined and moved up earlier into the chapter on magnetism and matter (*Chapter 32*).
- **Coverage of electromagnetic oscillations and alternating currents** has been combined into one chapter (*Chapter 33*).
- **Chapters 39, 40, and 41 on quantum mechanics** have been rewritten to modernize the subject. They now include experimental and theoretical results of the last few years. In addition, quantum physics and special relativity are introduced in some of the early chapters in short sections that can be covered quickly. These early sections lay some of the groundwork for the “modern physics” topics that appear later in the extended version of the text and add an element of suspense about the subject.

New Pedagogy

In the interest of addressing the needs of science and engineering students, we have added a number of new pedagogical features intended to help students forge a bridge between concepts and reasoning and to marry theory with practice. These new features are designed to help students test their understanding of the material. They were also developed to help students prepare to apply the information to exam questions and real-world scenarios.

- To provide opportunities for students to check their understanding of the physics concepts they have just read, we have placed **Checkpoint** questions within the chapter presentations. Nearly 300 Checkpoints have been added to help guide the student away from common errors and misconceptions. All of the Checkpoints require decision making and reasoning on the part of the student (rather than computations requiring calculators) and focus on the key points of the physics that students need to understand in order to tackle the exercises and problems at the end of each chapter. Answers to all of the Checkpoints are found in the back of the book, sometimes with extra guidance to the student.
- Continuing our focus on the key points of the physics, we have included additional **Checkpoint-type questions** in the Questions section at the end of each chapter. These new questions require decision making and reasoning on the part of the student; they ask the student to organize the physics concepts rather than just plug numbers into equations. Answers to the odd-numbered questions are now provided in the back of the book.
- To encourage the use of computer math packages and graphing calculators, we have added an **Electronic Computation problem section** to the Exercises and Problems sections of many of the chapters.

These new features are just a few of the pedagogical elements available to enhance the student's study of physics. A number of tried-and-true features of the previous edition have been retained and refined in the fifth edition, as described below.

CHAPTER FEATURES

The pedagogical elements that have been retained from previous editions have been carefully planned and crafted to motivate students and guide their reasoning process.

- **Puzzlers** Each chapter opens with an intriguing photograph and a “puzzler” that is designed to motivate the student to read the chapter. The answer to each puzzler is provided within the chapter, but it is not identified as such to ensure that the student reads the entire chapter.
- **Sample Problems** Throughout each chapter, sample problems provide a bridge from the concepts of the chapter to the exercises and problems at the end of the chapter. Many of the nearly 400 sample problems featured in the text have been replaced with new ones that more sharply focus on the common difficulties students experience in solving the exercises and problems. We have been especially mindful of the mathematical difficulties students face. The sample problems also provide

an opportunity for the student to see how a physicist thinks through a problem.

- **Problem Solving Tactics** To help further bridge concepts and applications and to add focus to the key physics concepts, we have refined and expanded the number of problem solving tactics that are placed within the chapters, particularly in the earlier chapters. These tactics provide guidance to the students about how to organize the physics concepts, how to tackle mathematical requirements in the exercises and problems, and how to prepare for exams.
- **Illustrations** Because the illustrations in a physics textbook are so important to an understanding of the concepts, we have altered nearly 30 percent of the illustrations to improve their clarity. We have also removed some of the less effective illustrations and added many new ones.
- **Review & Summary** A review and summary section is found at the end of each chapter, providing a quick review of the key definitions and physics concepts *without* being a replacement for reading the chapter.
- **Questions** Approximately 700 thought-provoking questions emphasizing the conceptual aspects of physics appear at the ends of the chapters. Many of these questions relate back to the checkpoints found throughout the chapters, requiring decision making and reasoning on the part of the student. Answers to the odd-numbered questions are provided in the back of the book.
- **Exercises & Problems** There are approximately 3400 end-of-chapter exercises and problems in the text, arranged in order of difficulty, starting with the exercises (labeled “E”), followed by the problems (labeled “P”). Particularly challenging problems are identified with an asterisk (*). Those exercises and problems that have been retained from previous editions have been edited for greater clarity; many have been replaced. Answers to the odd-numbered exercises and problems are provided in the back of the book.

VERSIONS OF THE TEXT

The fifth edition of *Fundamentals of Physics* is available in a number of different versions, to accommodate the individual needs of instructors and students alike. The Regular Edition consists of Chapters 1 through 38 (ISBN 0-471-10558-9). The Extended Edition contains seven additional chapters on quantum physics and cosmology (Chapters 1–45) (ISBN 0-471-10559-7). Both editions are available as single, hardcover books, or in the alternative versions listed on page ix:

- Volume 1—Chapters 1–21 (Mechanics/Thermodynamics), cloth, 0-471-15662-0
- Volume 2—Chapters 22–45 (E&M and Modern Physics), cloth, 0-471-15663-9
- Part 1—Chapters 1–12, paperback, 0-471-14561-0
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- Part 3—Chapters 22–33, paperback, 0-471-14855-5
- Part 4—Chapters 34–38, paperback, 0-471-14856-3
- Part 5—Chapters 39–45, paperback, 0-471-15719-8

The Extended edition of the text is also available on CD ROM.

SUPPLEMENTS

The fifth edition of *Fundamentals of Physics* is supplemented by a comprehensive ancillary package carefully developed to help teachers teach and students learn.

Instructor's Supplements

- ***Instructor's Manual*** by J. RICHARD CHRISTMAN, U.S. Coast Guard Academy. This manual contains lecture notes outlining the most important topics of each chapter, as well as demonstration experiments, and laboratory and computer exercises; film and video sources are also included. Separate sections contain articles that have appeared recently in the *American Journal of Physics* and *The Physics Teacher*.
- ***Instructor's Solutions Manual*** by JERRY J. SHI, Pasadena City College. This manual provides worked-out solutions for all the exercises and problems found at the end of each chapter within the text. *This supplement is available only to instructors.*
- ***Solutions Disk***. An electronic version of the Instructor's Solutions Manual, for instructors only, available in TeX for Macintosh and Windows™.
- ***Test Bank*** by J. RICHARD CHRISTMAN, U.S. Coast Guard Academy. More than 2200 multiple-choice questions are included in the Test Bank for *Fundamentals of Physics*.
- ***Computerized Test Bank***. IBM and Macintosh versions of the entire Test Bank are available with full editing features to help you customize tests.
- ***Animated Illustrations***. Approximately 85 text illustrations are animated for enhanced lecture demonstrations.
- ***Transparencies***. More than 200 four-color illustrations from the text are provided in a form suitable for projection in the classroom.

Student's Supplements

- ***A Student's Companion*** by J. RICHARD CHRISTMAN, U.S. Coast Guard Academy. Much more than a traditional study guide, this student manual is designed to be used in close conjunction with the text. The Student's Companion is divided into four parts, each of which corresponds to a major section of the text, beginning with an overview "chapter." These overviews are designed to help students understand how the important topics are integrated and how the text is organized. For each chapter of the text, the corresponding Companion chapter offers: Basic Concepts, Problem Solving, Notes, Mathematical Skills, and Computer Projects and Notes.
- ***Solutions Manual*** by J. RICHARD CHRISTMAN, U.S. Coast Guard Academy and EDWARD DERRINGH, Wentworth Institute. This manual provides students with complete worked-out solutions to 30 percent of the exercises and problems found at the end of each chapter within the text.
- ***Interactive Learningware*** by JAMES TANNER, Georgia Institute of Technology, with the assistance of GARY LEWIS, Kennesaw State College. This software contains 200 problems from the end-of-chapter exercises and problems, presented in an interactive format, providing detailed feedback for the student. Problems from Chapter 1 to 21 are included in Part 1, from Chapters 22 to 38 in Part 2. The accompanying workbooks allow the student to keep a record of the worked-out problems. The Learningware is available in IBM 3.5" and Macintosh formats.
- ***CD Physics***. The entire Extended Version of the text (Chapters 1–45) is available on CD ROM, along with the student solutions manual, study guide, animated illustrations, and Interactive Learningware.

Acknowledgments

A textbook contains far more contributions to the elucidation of a subject than those made by the authors alone. J. Richard Christman, of the U.S. Coast Guard Academy, has once again created many fine supplements for us; his knowledge of our book and his recommendations to students and faculty are invaluable. James Tanner, of Georgia Institute of Technology, and Gary Lewis, of Kennesaw State College, have provided us with innovative software, closely tied to the text's exercises and problems. J. Richard Christman, of the U.S. Coast Guard Academy, and Glen Terrell, of the University of Texas at Arlington, contributed problems to the Electronic Computation sections of the text. Jerry Shi, of Pasadena City College, performed the Herculean task of working out solutions for every one of the Exercises and Problems in the text. We thank John Merrill, of Brigham Young University, and Edward Derrington, of the Wentworth Institute of Technology for their many contributions in the past. We also thank George W. Hukle of Oxnard, California, for his check of the answers at the back of the book.

At John Wiley, publishers, we have been fortunate to receive strong coordination and support from our former editor, Cliff Mills. Cliff guided our efforts and encouraged us along the way. When Cliff moved on to other responsibilities at Wiley, we were ably guided to completion by his successor, Stuart Johnson. Rachel Nelson has coordinated the developmental editing and multilayered preproduction process. Catherine Faduska, our senior marketing manager, and Ethan Goodman, assistant marketing manager, have been tireless in their efforts on behalf of this edition. Jennifer Bruer has built a fine supporting package of ancillary materials. Monica Stipanov and Julia Salsbury managed the review and administrative duties admirably.

We thank Lucille Buonocore, our able production manager, and Cathy Ronda, our production editor, for pulling all the pieces together and guiding us through the complex production process. We also thank Dawn Stanley, for her design; Brenda Griffing, for her copy editing; Ed-

ward Starr, for managing the line art program; Lilian Brady, for her proofreading; and all other members of the production team.

Stella Kupferburg and her team of photo researchers, particularly Hilary Newman and Pat Cadley, were inspired in their search for unusual and interesting photographs that communicate physics principles beautifully. We thank Boris Starosta and Irene Nunes for their careful development of a full-color line art program, for which they scrutinized and suggested revisions of every piece. We also owe a debt of gratitude for the line art to the late John Balbalis, whose careful hand and understanding of physics can still be seen in every diagram.

We especially thank Edward Millman for his developmental work on the manuscript. With us, he has read every word, asking many questions from the point of view of a student. Many of his questions and suggested changes have added to the clarity of this volume. Irene Nunes added a final, valuable developmental check in the last stages of the book.

We owe a particular debt of gratitude to the numerous students who used the fourth edition of *Fundamentals of Physics* and took the time to fill out the response cards and return them to us. As the ultimate consumers of this text, students are extremely important to us. By sharing their opinions with us, your students help us ensure that we are providing the best possible product and the most value for their textbook dollars. We encourage the users of this book to contact us with their thoughts and concerns so that we can continue to improve this text in the years to come. In particular, we owe a special debt of gratitude to the students who participated in a final focus group at Union College in Schenectady, New York: Matthew Glogowski, Josh Kane, Lauren Papa, Phil Tavernier, Suzanne Weldon, and Rebecca Willis.

Finally, our external reviewers have been outstanding and we acknowledge here our debt to each member of that team:

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University of Utah

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University of New Mexico

We hope that our words here reveal at least some of the wonder of physics, the fundamental clockwork of the universe. And, hopefully, those words might also reveal some of our awe of that clockwork.

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HOW TO USE THIS BOOK:

You are about to begin what could be one the most exciting course that you will undertake in college. It offers you the opportunity to learn what makes our world “tick” and to gain insight into the role physics plays in our everyday lives. This knowledge will not come without some effort, however, and this book has been carefully designed and written with an awareness of the kinds of difficulties and challenges you may face. Therefore, before you begin, we have provided a visual overview of some of the key features of the book that will aid in your studies.



Chapter Opening Puzzlers

Each chapter opens with an intriguing example of physics in action. By presenting high-interest applications of each chapters concepts, the puzzlers are intended to peak your interest and motivate you to read the chapter.

In 1977, Kitty O’Neil set a dragster record by reaching 392.54 mi/h in a sizzling time of 3.72 s. In 1958, Eli Beeding Jr. rode a rocket sled from a standstill to a speed of 72.5 mi/h in an elapsed time of 0.04 s (less than an eye blink). How can we compare these two rides to see which was more exciting (or more frightening)—by final speeds, by elapsed times, or by some other quantity?

SAMPLE PROBLEM 2-6

- (a) When Kitty O’Neil set the dragster records for the greatest speed and least elapsed time, she reached 392.54 mi/h in 3.72 s. What was her average acceleration?

SOLUTION: From Eq. 2-7, O’Neil’s average acceleration was

$$\begin{aligned}\bar{a} &= \frac{\Delta v}{\Delta t} = \frac{392.54 \text{ mi/h} - 0}{3.72 \text{ s} - 0} \\ &= +106 \frac{\text{mi}}{\text{h} \cdot \text{s}},\end{aligned}\quad (\text{Answer})$$

where the motion is taken to be in the positive x direction. In

Answers to Puzzlers

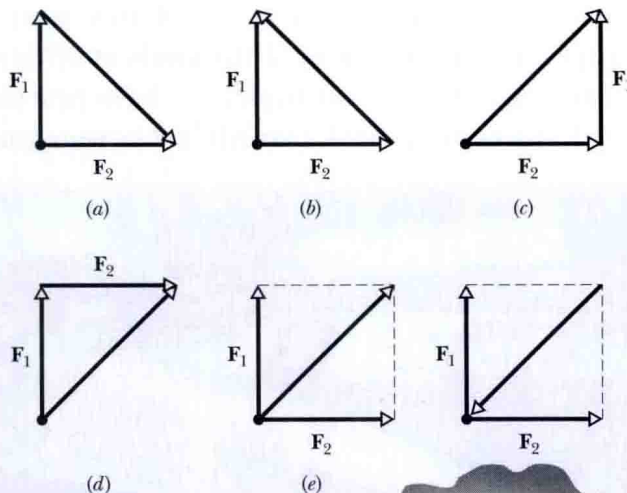
All chapter-opening puzzlers are answered later in the chapter, either in text discussion or in a sample problem.

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CHECKPOINT 1: In the figure, two perpendicular forces F_1 and F_2 are combined in six different ways. Which ways may be used to correctly determine the net force $\Sigma \mathbf{F}$?



Checkpoints

Checkpoints appear throughout the text, focusing on the key points of physics you will need to tackle the exercises and problems found at the end of each chapter. These checkpoints help guide you away from common errors and misconceptions.

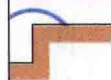
Checkpoint Questions

Checkpoint-type questions at the end of each chapter ask you to organize the physics concepts rather than plug numbers into equations. Answers to the odd-numbered questions are provided in the back of the book.

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9. Figure 4-25 shows three paths for a kicked football. Ignoring the effects of air on the flight, rank the paths according to (a) time of flight, (b) initial vertical velocity component, (c) initial horizontal velocity component, and (d) initial speed. Place the greatest first in each part.

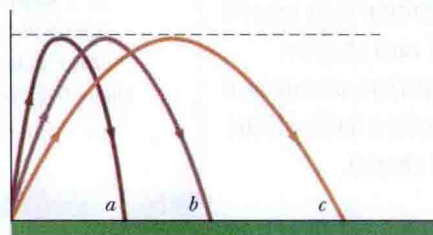


FIGURE 4-25 Question 9.

10. Figure 4-26 shows the velocity and acceleration of a particle at a particular instant in three situations. In which situation, and at that instant, is (a) the speed increasing, (b) the speed decreasing, (c) the speed not changing, (d) $\mathbf{v} \cdot \mathbf{a}$ positive, (e) $\mathbf{v} \cdot \mathbf{a}$ negative, and (f) $\mathbf{v} \cdot \mathbf{a} = 0$?

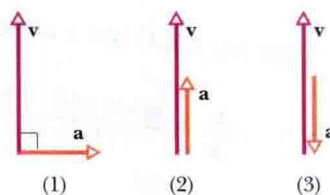


FIGURE 4-26 Question 10.

Sample Problems

The sample problems offer you the opportunity to work through the physics concepts just presented. Often built around real-world applications, they are closely coordinated with the end-of-chapter Questions, Exercises, and Problems.

SAMPLE PROBLEM 4-1

The position vector for a particle is initially

$$\mathbf{r}_1 = -3\mathbf{i} + 2\mathbf{j} + 5\mathbf{k}$$

and then later is

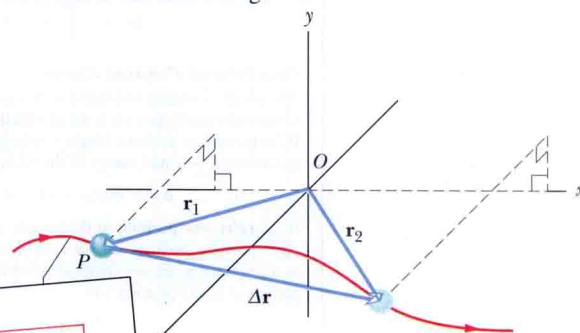
$$\mathbf{r}_2 = 9\mathbf{i} + 2\mathbf{j} + 8\mathbf{k}$$

(see Fig. 4-2). What is the displacement from $\mathbf{r}_1$ to $\mathbf{r}_2$?

SOLUTION: Recall from Chapter 3 that we add (or subtract) two vectors in unit-vector notation by combining the components, axis by axis. So Eq. 4-2 becomes

$$\begin{aligned}\Delta\mathbf{r} &= (9\mathbf{i} + 2\mathbf{j} + 8\mathbf{k}) - (-3\mathbf{i} + 2\mathbf{j} + 5\mathbf{k}) \\ &= 12\mathbf{i} + 3\mathbf{k}.\end{aligned}\quad (\text{Answer})$$

The displacement vector is parallel to the xz plane, because it lacks any y component, a fact that is easier to pick out in the numerical result than in Fig. 4-2.



Sample Problem 4-1. The displacement $\Delta\mathbf{r} = \mathbf{r}_2 - \mathbf{r}_1$ is the vector from the tail of $\mathbf{r}_1$ to the head of $\mathbf{r}_2$.

PROBLEM SOLVING TACTICS

TACTIC 1: Reading Force Problems

Read the problem statement several times until you have a good mental picture of what the situation is, what data are given, and what is requested. In Sample Problem 5-1, for example, you should tell yourself: "Someone is pushing a sled. Its speed changes, so acceleration is involved. The motion is along a straight line. A force is given in one part and asked for in the other, and so the situation looks like Newton's second law applied to one-dimensional motion."

If you know what the problem is about but don't know what to do next, put the problem aside and reread the text. If you are hazy about Newton's second law, reread that section. Study the sample problems. The one-dimensional-motion parts of Sample Problem 5-1 and the constant acceleration should send you back to Chapter 2 and especially to Table 2-1, which displays all the equations you are likely to need.

TACTIC 2: Draw Two Types of Figures

You may need two figures. One is a rough sketch of the actual real-world situation. When you draw the forces on it, place the tail of each force vector either on the boundary of or within the body feeling that force. The other figure is a free-body diagram in which the forces on a *single* body are drawn, with the body represented with a dot or a sketch. Place the tail of each force vector on the dot or sketch.

TACTIC 3: What I Don't Know?

Problem Solving Tactics

Careful attention has been paid to helping you develop your problem-solving skills. Problem-solving tactics are closely related to the sample problems and can be found throughout the text, though most fall within the first half. The tactics are designed to help you work through assigned homework problems and prepare for exams. Collectively, they represent the stock in trade of experienced problem solvers and practicing scientists and engineers.

Review and Summary

Review & Summary sections at the end of each chapter review the most important concepts and equations.

REVIEW & SUMMARY

Conservative Forces

A force is a **conservative force** if the net work it does on a particle moving along a closed path from an initial point and then back to that point is zero. Or, equivalently, it is conservative if its work on a particle moving between two points does not depend on the path taken by the particle. The gravitational force (weight) and the spring force are conservative forces; the kinetic frictional force is a **nonconservative force**.

Potential Energy

A **potential energy** is energy that is associated with the configuration of a system in which a conservative force acts. When the conservative force does work W on a particle within the system, the change ΔU in the potential energy of the system is

$$\Delta U = -W. \tag{8-1}$$

If the particle moves from point x_i to point x_f , the change in the potential energy of the system is

$$\Delta U = - \int_{x_i}^{x_f} F(x) \, dx. \tag{8-6}$$

Gravitational Potential Energy

The potential energy associated with a system consisting of the Earth and a nearby particle is the **gravitational potential energy**. If the particle moves from height y_i to height y_f , the change in the gravitational potential energy of the particle–Earth system is

$$\Delta U = mg(y_f - y_i) = mg \, \Delta y. \tag{8-7}$$

If the **reference position** of the particle is set as $y_i = 0$ and the corresponding gravitational potential energy of the system is set as $U_i = 0$, then the gravitational potential energy U when the particle is at any position y is

$$U = mgy. \tag{8-9}$$

in which the subscripts refer to different instants during an transfer process. This conservation can also be written as

$$\Delta E = \Delta K + \Delta U = 0.$$

Potential Energy Curves

If we know the **potential energy function** $U(x)$ for a system in which a force F acts on a particle, we can find the force as

$$F(x) = - \frac{dU(x)}{dx}.$$

If $U(x)$ is given on a graph, then at any value of x , the force is the negative of the slope of the curve there and the kinetic energy of the particle is given by

$$K(x) = E - U(x),$$

where E is the mechanical energy of the system. A **turning point** is a point x where the particle reverses its motion (there, $K = 0$). The particle is in **equilibrium** at points where the slope of the $U(x)$ curve is zero (there, $F(x) = 0$).

Work by Nonconservative Forces

If a nonconservative applied force $\mathbf{F}$ does work on a particle or part of a system having a potential energy, then the work done on the system by $\mathbf{F}$ is equal to the change ΔE in the mechanical energy of the system:

$$W_{\text{app}} = \Delta K + \Delta U = \Delta E. \tag{8-24}$$

If a kinetic frictional force $\mathbf{f}_k$ does work on an object, the change ΔE in the total mechanical energy of the object and system containing it is given by

$$\Delta E = -f_k d,$$

in which d is the displacement of the object during the work.

Exercises and Problems

A hallmark of this text, nearly 3400 end-of-chapter exercises and problems are arranged in order of difficulty, starting with the exercises (labeled “E”), followed by the problems (labeled “P”). Particularly difficult problems are identified with an asterisk (*). Answers to all the odd-numbered exercises and problems are provided in the back of the book. New electronic computation problems, which require the use of math packages and graphing calculators, have been added to many of the chapters.

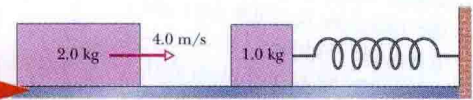


FIGURE 10-44 Problem 56.

57P. Two 22.7 kg ice sleds are placed a short distance apart, one directly behind the other, as shown in Fig. 10-45. A 3.63 kg cat, standing on one sled, jumps across to the other and immediately back to the first. Both jumps are made at a speed of 3.05 m/s relative to the ice. Find the final speeds of the two sleds.



FIGURE 10-45 Problem 57.

58P. The bumper of a 1200 kg car is designed so that it can just absorb all the energy when the car runs head-on into a solid wall at 5.00 km/h. The car is involved in a collision in which it runs at 70.0 km/h into the rear of a 900 kg car moving at 60.0 km/h in the same direction. The 900 kg car is accelerated to 70.0 km/h as a result of the collision. (a) What is the speed of the 1200 kg car immediately after impact? (b) What is the ratio of the kinetic energy absorbed in the collision to that which can be absorbed by the bumper of the 1200 kg car?

59P. A railroad freight car weighing 32 tons and traveling at 5.0

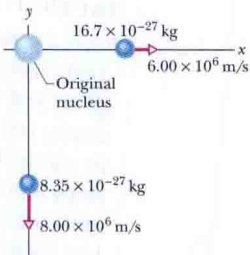


FIGURE 10-46 Exercise 62.

63E. In a game of pool, the cue ball strikes another ball at rest. After the collision, the cue ball moves at 3.5 m/s making an angle of 22.0° with its original direction, and the second ball has a speed of 2.00 m/s. (a) Find the original direction of motion of the cue ball and (b) the speed of the cue ball. (c) Is kinetic energy conserved?

64E. Two vehicles A and B are traveling west and east, respectively, toward the same intersection, where they collide. Before the collision, A (total weight 2700 lb) with a speed of 40 mi/h and B (total weight 3600 lb) with a speed of 60 mi/h. Find the magnitude and direction of the velocity of the (interlocked) vehicles immediately after the collision.

65E. In a game of billiards, the cue ball is given an initial velocity $\mathbf{V}$ and strikes the pack of 15 stationary balls. All balls engage in numerous collisions and ball–cushion collisions. (a) Find the final velocity of the cue ball. (b) Find the final velocity of the ball that strikes the cue ball first. (c) Find the final velocity of the ball that strikes the cue ball last.

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